**K-5 ELA Lesson Plan**

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| **Teacher: Elisabeth Borowicz, Carl Cockman, Laura Thompson** | | **Grade: 2** | | | **Date(s)**: Day 3, 4, 5 |
| **Unit Title: “A Story to Tell”** | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s): What are the setting, characters and plots in a story? How can you create a T-chart showing major events and challenges a character has overcome? Can you compare and contrast historical fiction and realistic fiction? Can you identify the 5 W’s of a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: “The Important Book”; Making Words activities (3); chart paper; 5 W’s song; plastic gloves; sharpies; 5W teacher blurb** | | | | **Biography- an account of a person’s life written by another person**  **Autobiography- an account of a person’s life written by themselves**  **Interview- a meeting or conversation in which a writer or reporter asks questions**  **Historical Fiction- a make-believe story including factual information**  **Realistic Fiction- a make-believe story about something that could really happen**  **Character- the person or people in a story**  **Setting- where and when a story takes place**  **Sequence/Temporal Words- words that signal order (first, next, then, etc)**  **Plot- the actions or events in a story**  **Challenge- an event someone has to overcome**  **Response- how a person reacts to an event** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL2.3, RL2.1**  **I Can Statement(s):** I can identify the 5 W’s of a story. I can describe how characters in a story respond to major events and challenges.  **Instructional Plan:**  Day 3: Teacher will give each student a glove and a Sharpie. Students will label each finger with a “W” word and “how” in the palm. Teacher will model the 5W song. Students will join in. Teacher will read “The Important Book”. Discuss story elements and genre regarding read aloud.  Day 4: Students will read short biography about Martin Luther King Jr. Class will discuss historical fiction and story elements.  Day 5: Students will read “Ronald Morgan goes to Bat” independently. Students will read with their 4th grade book buddies and discuss the story elements. Students will take “Ronald Morgan” test. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W2.1, W2.2**  **I Can Statement(s):** I can express my opinion using complete sentences. I can write facts about my teacher.  **Instructional Plan:**  Day 3: Teacher will model how to write 5 W’s about herself. Teacher will model how to create the “Important” poem about her. Students will write their own important poem about their teacher.  Day 4: Students will write in their logs about an event that challenged them and how they responded. Students will write the Important poem about themselves to add to their Paper Plate person.  Day 5: Students will write the Important poem about their Book Buddy after meeting them for the first time in their response log. In their response logs students will create a T-chart about the events Ronald Morgan faced and how he responded. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF2.3**  **I Can Statement(s):** I can identify words with short vowel patterns.  **Instructional Plan:**  Day 3:Teacher will guide students through a Making Words short vowel activity.  Day 4: Teacher will guide students through a Making Words short vowel activity.  Day 5: Teacher will guide students through a Making Words short vowel activity. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL2.2, L2.2**  **I Can Statement(s):** I can describe key ideas from a text read aloud. I can read aloud a text.  **Instructional Plan:**  Day 3: Teacher will model how to read aloud (make eye contact, steady voice, etc).  Students will share their Important poem with their table group. Students will listen carefully as other students are sharing.  Day 4: Students will share 5 W’s in their log with the class.  Day 5: Students will share T-chart and poem about their Book Buddy with a partner. | | | | |
| **Closing/Summarizing Strategy** | Review genres, vocabulary and 5 W’s. Remind students they can pull out their glove anytime they read. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Read the above-level Scott Foresman reader. | | Read the below-level Scott Foresman reader with the teacher. Discuss story elements. | | | Making Words activities |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  “Ronald Morgan” test- comprehension  Response logs- written responses  Sharing time- oral responses. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*